

Member Facilitation Methods

There are several different methods commonly used to facilitate the *Roadmap* with teams. All of the methods have benefits and challenges. It's important to consider the outcomes of each method before deciding how to best facilitate the curriculum with a team. This document outlines some of the different possible methods and lists some of the benefits and challenges associated with each. This is not an exhaustive list of possibilities and can best be used as a starting point when thinking about how to facilitate to members.

Project Supervisor(s) Facilitate Entire Curriculum

Project Supervisors may elect to facilitate the entire curriculum to their team. This can increase opportunities for Supervisors to add depth to the curriculum and model good facilitation skills, but can require extensive planning time from Supervisors.

Benefits

- ⇒ Project Supervisors can model good facilitation skills and enthusiasm for the CE process.
- ⇒ Facilitation can be cohesive from beginning to end.
- ⇒ Project Supervisors can ensure that a Training of Trainers aspect is added to facilitation.
- ⇒ Project Supervisors may be more aware of supplemental readings or activities that can enhance the process for members.

Challenges

- ⇒ Members wouldn't get an opportunity to practice facilitating.
- ⇒ It would require a lot of time from Project Supervisors to plan facilitation of each unit.

A Few Members Facilitate Entire Curriculum

Identifying one to three members to lead the team through the CE process is another possible method of facilitating CE. This method can capitalize on the benefits of having a few, experienced facilitators lead the process without increasing the workload of the Project Supervisors.

Benefits

- ⇒ Facilitation can be cohesive from beginning to end.
- ⇒ Project Supervisors can choose members who can model good facilitation skills.
- ⇒ Project Supervisors can more easily give resources and support to a few members who are leading facilitation.
- ⇒ Members can share their own experience (if applicable) and enthusiasm for CE with their teammates.

Challenges

- ⇒ Not all members would get an opportunity to practice facilitating.
- ⇒ The members would need time set aside in their schedule to adequately plan facilitation.
- ⇒ Returning members would work best for this type of role, but teams may not always have returning members who are interested.

All Members Facilitate Portions of the Curriculum

Having all members facilitate different portions of the curriculum (usually through splitting the team into seven groups assigned to each unit) is one of the more common methods of facilitating the process. While it provides the most opportunity for members to practice facilitation skills, it raises new challenges in keeping the process cohesive.

Benefits

- ⇒ All members have an opportunity to practice facilitating.
- ⇒ Project Supervisors have a chance to see which members may be most enthusiastic about facilitating with youth.
- ⇒ Members would have an additional opportunity to work with some of their teammates, increasing the team building opportunity within the process.

Challenges

- ⇒ Facilitation as a whole may lack cohesion since different people will be facilitating each unit.
- ⇒ Team time would have to be set aside so pairs/groups could plan facilitation.
- ⇒ It may be more challenging for Project Supervisors to provide resources and support to all team members.